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ABSTRACT

Introductory material offers observations useful to British readers regarding a Canadian educational program assessment manual, which is the main component of this document. The manual was developed at the British Columbia Institute of Technology and revised based upon the experiences of the biological sciences technology and broadcast technology programs, which were assessed in 1978, and the further experiences of seven other programs in health, business, and engineering in 1979. The manual is organized in four sections. The first section explains the purpose of program assessment and lists the characteristics of the program self-evaluation. In the second section, procedures for conducting program assessments are covered. These procedures include formating evaluation committees, establishing a program assessment schedule, creating a task force, and assessing programs with two or more options. The third section focuses on collecting the information, including what basic information should be sought, and how to develop the questionnaires needed for the various groups from whom data should be collected. The final section of the manual explains how to prepare the program assessment report. Numerous examples are provided throughout the manual. (KC)

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PROGRAM ASSESSMENT - A CANADIAN EXAMPLE

THE BRITISH COLUMBIA INSTITUTE OF TECHNOLOGY

1. INTRODUCTION

1.1 About the B.C. Institute of Technology

British Columbia's post-compulsory system of education consists of:

Post-Compulsory	(5 Institutes	- enrolment	20,000
	(15 Colleges	- enrolment	80,000
	(3 Universities	- enrolment	52,000[1]
Compulsory	(96 School Boards	- enrolment	520,000

The BC Institute of Technology is the province's only technical school. Founded in 1964, it presently enrols 4,100 full-time day students in Business, Engineering and Health diploma programs, and roughly 60,000 night-school students each year. Full-time staff numbers roughly 1,000; 625 teaching staff; 375 administrative and support staff. The Institute is located on a primary site in Burnaby, a suburb of Vancouver, with remote sites in the downtown core of Vancouver, at a fish-hatchery in West Vancouver, and at a Forestry Station in Hope, B.C. (about 90 miles east of Vancouver).

The Institute negotiates with two trade unions, one representing teaching staff, the other clerical and support staff. The Staff Society (representing teaching staff) has been instrumental in the development of program assessment at BCIT through staff membership upon the Institute Standards Committee.

2. COMMENTARY ON THE PROCEDURE

2.1 The purpose of this paper is to reproduce the system manual (which is the Appendix to this paper). Some observations are offered below in order to clarify aspects of the manual for U.K. readers.

2.2 "Individuals will not be singled out" in the Program Assessment procedure. This is feasible at BCIT where there is, in operation, a comprehensive system of individual performance appraisal. You can refer to IBN 1701 for a description of BCIT's performance appraisal procedure for teaching staff. Further, individual performance appraisal was in place prior to the introduction of Program Assessment. It is possible that the Institute's experience with individual performance appraisal "enabled" the introduction of Program Assessment, i.e. that the latter logically followed from the former.

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1. Enrolment data is circa 1979.

2.3 "Self-evaluation". The primary locus of the procedure is the teaching department, with the Head of Department responsible for implementing and co-ordinating the procedure.

2.4 Assessment interval. (Manual p.2)

Increasingly, the Ministry of Education is invoking a "sunset" provision in regard to program approval. Under such a provision, funding for the program will be automatically renewed only for a specified period. Three and five year sunsets are common. Under a sunset provision, funding will only be renewed (in the third or fifth year) where the Ministry can be satisfied that the program is effectively meeting a desirable objective. Some form of program assessment is required then in order to meet ministerial requirements. Initially, the Institute intends to assess all its programs, with subsequent assessment more tightly focused upon 'problem' areas, or upon programs subject to the Minister's sunset provision.

2.5 Broad involvement in the process. (Manual p.2)

You will note that broad provision is made for involvement in the process - students, instructional staff, alumni and administration. There is a tradition of involvement and participation in decision-making at the Institute, although a glance at the Institute's organization chart might at first belie this assertion. Since its inception, the Institute has effectively involved students, staff, and employers in its decision-making processes. The involvement of alumni is a recent phenomena, made difficult by the nature of our geography (2.7 million population in 366,000 square miles). Again, broad involvement in program assessment follows logically from a priori involvement in other decision-making venues.

2.6 Formative/Summative Assessment. (Manual p.11)

The program assessment procedure outlined here shall be the basis for Institutional Assessment. So the procedure outlined here is formative, with a summative procedure to follow. It is important, given the shortage of resources in education generally, to provide in formative procedures the basis for summative procedures, otherwise there arises duplication of effort. At BCIT we are attempting to integrate program assessment with budgeting, as well as with institutional assessment, by establishing a common data base for all of these procedures.

2.7 Curricular Information. (Manual p.15)

While this might appear to create a great deal of work for a department, all the information requested here is routinely generated for all subjects, courses and programs. The necessity to provide this data for program assessment does have the effect of subjecting the material to critical examination (and revision).

2.8 Scope of assessment procedure. (Manual p.17)

The procedure is wide ranging and comprehensive. This arises from the fact that the assessment of educational activities is a subjective rather than an objective procedure. The subjectivity of the process then, demands input from as many diverse sources as is feasible. To do less, greatly limits the value of the conclusions one is able to draw from the results. The author believes that the Institute would rather abandon assessment than diminish its scope, for to diminish its scope would destroy the validity of the results.

2.9 Copyright

The procedure is not subject to copyright. Readers are invited to make use of the procedure at their own discretion. Readers are asked to observe the caution in 2.8, that is, that this is an integrated, comprehensive system - use bits or pieces of it at your own risk.

. . . . . .

APPENDIX

PROGRAM ASSESSMENT

BRITISH COLUMBIA
INSTITUTE OF TECHNOLOGY
REVISED JULY 1979

PREFACE

The development of this Program Assessment Manual should be credited to the work of many educators who have worked laboriously through the early 1970's on the question of program evaluation and assessment in educational institutions. In particular, special reference should be made to the research team of Dr. J.A.C. King of Queen's University, whose team of experts developed much of the basis for the questionnaires and techniques. Mention should also go to the Institute Standards Committee who initiated and recommended this approach.

This revised version of the Program Assessment Manual is based upon the experiences of Biological Sciences Technology and Broadcast Technology, who each had one option of their programs assessed in the spring of 1978, and the further experience of seven other programs in Health, Business and Engineering Divisions in 1979.

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I. PURPOSE OF PROGRAM ASSESSMENT

This manual is designed to explain the procedures for a program assessment which will provide information to determine the extent to which *a program* is meeting its aims. The emphasis in these program assessment procedures is upon the cooperative assessment of a program by those involved in it. Therefore, one can use the term "*self-evaluation*" to describe the process.

The purpose of the assessment is to reveal strengths evident in the program as well as areas requiring improvement. The procedures have been carefully planned so that *individuals will not be singled out*, although areas for which individuals have specific responsibilities may be designated as areas that require improvement. (Since the program as a whole is being assessed, there may be a need to do a more specific evaluation into any areas identified as needing improvement through individual course assessments, instructor assessments, job market surveys, etc.) The data collected will consist of *factual information* (for example: enrolments, attrition rates, costs) and *perceptual information* from those associated with the program (that is, instructional staff, advisory committee members, students, graduates, employers.) The program self-assessment attempts to balance evaluation between the input and the output characteristics of education in the belief that Technological Education has a primary objective of meeting the needs of industry and business.

An effective implementation of these program assessment procedures should enable those involved in a program to purposefully work together toward making their program successful. Additional information in the form of curriculum review reports and accreditation reports along with the resulting changes will be included.

CHARACTERISTICS OF THE PROGRAM SELF-EVALUATION

The design of this manual has been influenced by a number of constraints (for example: time, cost and the great variety of programs offered). The conditions governing the use of these program assessment procedures are explained below.

1. Since the program assessment is in fact a comprehensive self-evaluation,:
   a) the responsibility for conducting the assessment will lie in the hands of those directly involved in the program;
   b) all groups associated with the program; students, graduates and members of the advisory committee will provide information;
   c) the final report will be tabled with the Deans Committee to review the program assessment;
   d) an evaluation of the program assessment will be made by an external Program Visiting Team.

2. In order to ensure that available funds are sufficient to support assessment of each program, the program self-evaluation has been designed so that: *Costs will be kept to a minimum.*

3. Programs must respond to changing employment conditions and it will probably be necessary to conduct program assessment at regular intervals. Every three to five years is suggested. Therefore, it is important that:

   a) the program assessment can be implemented within a short period of time (10 - 12 weeks);
   b) administration of the evaluation instruments is efficient and demands little instructional staff time;
   c) the information collected will be in a form that will facilitate summarization and analysis.

4. In assessments, individuals often find it difficult to respond frankly because they feel their own positions may be jeopardized by critical comments they might make. Therefore:

a) whenever possible, the anonymity of those responding to questionnaires will be protected;

b) whenever this is not possible, ie: with graduates and employers, an attempt will be made to avoid adverse assessments that reflect on the integrity of individuals.

5. Since individuals often view the same aspects in different ways, it is useful to determine to what extent people are consistent in their perceptions of aspects of the program, therefore:

   on the majority of items on the questionnaires, provision is made for comparing the responses of different groups.

6. The assessment has not been designed to focus on individual courses, although the possibility exists where an unsatisfactory situation is indicated. Under these circumstances, details of the collected information will be available upon which to base future interval changes.

7. Programs often provide for the development of sufficient skills for an individual to become employed in a program-related job before he completes his full program (unless the proportion of job-outs to graduates suggests that an abbreviated form of the program should be offered), therefore:

   for the purposes of this program assessment, those who leave a program will be classified as "graduates", "job-outs", "drop-outs", or "transfers".

8. Recognizing that B.C.I.T. has over 50 programs/options, the program self-assessment procedures are flexible enough to permit review of <u>all</u> components of a technology option and then in later years assess only the specific aspects of other options in the technology. The intent is to streamline the evaluation process while keeping the evaluation focus on educational output measures.

II. SUGGESTED PROCEDURES FOR CONDUCTING THE PROGRAM ASSESSMENT

A. FORMATION OF EVALUATION COMMITTEES

It is suggested that once the decision is made to assess the program, two committees be formed, a Steering Committee and an Evaluation Task Force. *The Steering Committee* should be composed of the following members:

1. Administration (Department Head and/or Dean)
2. All Instructional Staff directly involved in the home technology courses of the program
3. Instructional Staff representatives from each of the required program-related courses in the program (ie: Math, Accounting, English, etc.)
4. One representative from the Advisory Committee
5. Student representative (one from each year)
6. One graduate

Because of the size of *The Steering Committee*, it should meet a maximum of four times. The first meeting would be held to begin assessment procedures; the second to study the report and the third to formulate plans for program modification and review the final report that would go to the Deans Committee for review. A fourth meeting would be held to complete this task.

The second committee, *The Evaluation Task Force*, should be chaired by the Department Head and made up of instructional staff who are members of the Steering Committee. This Task Force should consist of three or four members and be given the responsibility of administering the assessment instruments, summarizing the data collected and preparing the report.

B. PROGRAM ASSESSMENT SCHEDULE

The following schedule of events is suggested as a guide to implementing this assessment. The actual weeks that the activities are carried out in should be pre-planned by the Evaluation Task Force. It is recommended they occur at a time that gathers meaningful responses and is least disruptive to normal affairs. *It is recommended that the Department Head determine the availability of Graduate and Employer data at least one month in advance.*

SCHEDULE	SUMMARY OF TASKS
Pre-evaluation	1. Decision to assess the program. 2. Orientation of program faculty and student representatives to the assessment. 3. Formation of Steering Committee and distribution of Manuals to members. 4. Selection of Evaluation Task Force for recommendation to the Steering Committee.
WEEK I	1. Identification of the size of the groups to be surveyed. 2. Design of new items to add to questionnaires, if necessary 3. Preparation for Graduate Questionnaire mailing.
WEEK II	1. Mailing of Graduate Questionnaire. 2. Preparation for Employer Questionnaire mailing.
WEEK III	1. Mailing of Employer Questionnaire. 2. Collection of Basic Information initiated. 3. Preparation for administration of Instructional Staff, Student and Advisory Committee Questionnaires.

WEEK IV	1. Administration of Instructional Staff and Advisory Committee Questionnaires. 2. Telephone follow-up of Graduate sample.
WEEK V	1. Administration of Student Questionnaire (after mid-term break). 2. Telephone follow-up of Employers. 3. Summarization of questionnaire data initiated.
WEEK VI	1. Summarization and analysis of questionnaire data.
WEEK VII	1. Data analysis.
WEEK VIII & IX	1. Preparation of the report.
WEEK X	1. Study of report. 2. Planning for implementation of recommendations (take immediate action wherever possible).
WEEK XI	1. Review and approve final report.
WEEK XII	1. Presentation of final report to The Deans Committee for a review of the assessment. 2. Followup meeting with students by Evaluation Task Force to discuss program assessment. 3. Followup meeting by Evaluation Task Force chairman with individual instructional staff to discuss the program assessment.

STEERING COMMITTEE

Time	Meeting	Steering Committee Tasks
WEEK I	1	1. Select Chairman. 2. Familiarize members with program assessment procedures. 3. Identify Evaluation Task Force members. 4. If necessary, identify items to be added to questionnaires.
WEEK X	2	1. Study report.
WEEK X	3	1. Make plans for program modification, if necessary. 2. Begin review of Final Report.
WEEK XI	4	1. Complete review and approve Final Report.

EVALUATION TASK FORCE

WEEK I	1. Submit requisition to cover assessment costs (See Appendix A). 2. Establish time schedule for the assessment. 3. Design new items for questionnaires, if necessary. If items are to be added, the last page of questionnaires may have to be modified in order that new items be inserted before the comment section. Also, the new items must be added to the Summary Form. 4. Order sufficient copies of all questionnaires.

	5. a) Identify current addresses and telephone numbers of graduates. b) Write introductory letters to accompany Graduate Questionnaire. c) Code each questionnaire using a number to assist followup.
WEEK II	1. Mail introductory letters, Graduate Questionnaires, and self-addressed Institute envelopes. 2. Employer Questionnaire Preparation: a) Identify names and addresses of employers. b) Write introductory letter to accompany Employer Questionnaire. c) Identify each questionnaire numerically so that all unanswered questionnaires can be followed up.
WEEK III	1. Mail employer letters and questionnaires. 2. Collection of Basic Information a) consult administrator's and Institute records b) fill in charts with appropriate information c) submit charts for the report. 3. Schedule times to administer Instructional Staff, Student and Advisory Committee Questionnaires. 4. Faculty, Student, Advisory Committee Questionnaire preparation.
WEEK IV	1. Administer Instructional Staff and Advisory Committee Questionnaires. 2. Phone call followup of graduates.

WEEK V	1. Administer the Student Questionnaire after the mid-term break. 2. Telephone followup of employers. 3. Initiate summarization of data from all completed questionnaires.
WEEK VI	1. Summarization of data.
WEEK VII	1. Analyze data.
WEEK VIII & IX	1. Prepare report.

C. METHOD OF ASSESSING PROGRAMS WITH TWO OR MORE OPTIONS

This Program Assessment Manual was written to help a department do a self-assessment of a complete program of study. At B.C.I.T., there are over fifty options within the traditional program structure, which could require considerable duplication and/or overlap in the evaluation process when a program with similar options evaluates its second, third, fourth, etc., option.

To help simplify the assessment process, the following guidelines are suggested.

a) For programs that have options that <u>are not similar</u> in terms of first year courses or program objectives, it will be necessary to do a complete assessment of those options.

b) For programs that have options that <u>are similar</u>, it is suggested that after the complete assessment of one option, those other options can be evaluated by:

   i) referring to the common aspects of the two options in the evaluation of the 1st option; and
   ii) limiting the self-assessment to those directly involved with the option, ie:
      - second year instructors
      - second year students
      - Advisory Committee
      - option graduates
      - employers

   This should reduce the number of potential respondents to questionnaires which will <u>necessitate</u> an effort to achieve 100% response from such small groups as 2nd year faculty, 2nd year students, etc.

D. HELPFUL SUGGESTIONS FOR DOING THE SELF-ASSESSMENT

1. This procedure is a self-assessment of a program of study (not a course or individual assessment).

2. Department Heads should be on the Evaluation Task Force, preferably the Chairman.

3. Care should be taken in the assessment not to single out any individuals.

4. The data collected should remain with the department, however some summarized data will have to be made available later as a basis for analysis in a summative sense on an Institute basis.

5. It is important a few months prior to the assessment to give some thought to the planning of how to obtain graduate and employer addresses.

6. If possible, the sample of graduates with whom the survey is being done should be expanded beyond the past two years.

7. Inform your Advisory Committee early, either directly or through the Chairman.

8. Inform the students about the purpose of the assessment in a group meeting and have a student from 1st year selected and a student from 2nd year selected for the Steering Committee.

9. When the self-assessment is completed, the students should receive feedback in a group as a followup to the assessment.

10. Do the student questionnaires after the mid-term break and during a class period.

11. The department should expect some student unrest due to the fact an evaluation is occurring.

12. The Department Head should review with all faculty the results of the self-assessment.

13. The comments of faculty, students, graduates, etc., are difficult to summarize. One approach is to identify points made by more than one individual and for the Evaluation Committee to give a perspective to the comments.

14. Time is needed to write the report. In this context, the budget is provided so that (a) release time is available to write the report; and (b) clerical assistance can be hired.

15. It is a good idea to use a former or current employee to give you clerical assistance where possible, since they will obviously understand the Institute. There are clerical staff who have done previous program assessments who will be of considerable help.

III. COLLECTING THE INFORMATION

A. BASIC INFORMATION

1. Trace of Previous Groups of Students

In any assessment of a program's effectiveness, it is important to take into account some measure of the program's efficiency. The Basic Statistics Chart is designed to provide for this analysis. See Page 56 for details about the completion of this chart as a part of the Summary Form.

a) Figure 1 traces two groups of students from initial enrolment (1st term) until graduation and employment. Thus, the performance records of groups may be compared.

b) The chart compares enrolments, attrition rates and progress through the program of two groups of students.

c) Although not included in this chart, it is recommended that each course be analyzed in terms of achievement of students in it (marks analysis).

d) The Institute Attrition Report on this program should be included in a table format.

FIGURE 1

TRACE OF TWO GROUPS OF ORIGINAL ENROLLEES IN TWO ACADEMIC YEARS

Program/Option: _____ Division: _____

197 to 197 (Group 1)

	Enrolment		Transfers		Drop-out		Job-out	
	No.	%	No.	%	No.	%	No.	%
Term 1		100						
Term 2								
Term 3								
Term 4								
Term 5								
Term 6								

197 to 197 (Group 2)

Enrolment		Transfers		Drop-out		Job-out	
No.	%	No.	%	No.	%	No.	%
	100						

% of 1st Term Enrollees Who Graduate _____ _____

% of Graduates Pursuing Further Education _____ _____

% of Graduates Employed in Program-Related Jobs _____ _____

1. Transfers: Those students leaving the program before graduation and entering another program within BCIT, another college or university.
2. Drop-outs: Those students leaving the BCIT program before graduation who are not job-outs or transfers.
3. Job-outs : Those students leaving the program before graduation to take a program-related job.

2. Enrolment

Figure 1 does not provide a current picture of program enrolment, but Figure 2 is designed to show enrolment by year, including the current year and the previous three years. It provides an opportunity to investigate variations in enrolments and to seek reasons why such variations have occurred. Transfer students from B.C. regional colleges should be noted along with direct entries into 2nd year from colleges/universities.

FIGURE 2

STUDENT ENROLMENTS BY YEAR FOR FOUR YEARS

	197	197	197	(Present Year) 197
1st year student enrolment				
2nd year student enrolment				

3. Curricular Information

The following information should be provided to describe the current program and the people responsible for it.

a) *PROGRAM OBJECTIVE* - a clear description of the objective or purpose of the program and terminal objectives for the graduates.

b) *PROGRAM OUTLINE* - a program outline showing all courses by name and number where applicable for each semester and year. Lecture and lab time allotted to each course should be shown.

c) *COURSE OBJECTIVES* - a clear statement of the terminal objectives or purpose of each course in the program should be in each course outline (see (d) below)

d) *COURSE OUTLINES** - detailed outlines of the material to be covered in each course including associated projects, assignments or experiments.

e) *STUDENT EVALUATION METHODOLOGY** - and samples where applicable.

f) *FACULTY* - a list of teaching staff associated with the program indicating academic qualifications and industrial experience.

g) *ADVISORY COMMITTEE* - a list of members of the Advisory Committee indicating educational and industrial background, and present responsibility along with program evaluation reports from the Advisory Committee where applicable.

h) *PROCEDURES* - those used for updating programs.

* Put these documents into a separate file available from the Department Heads's Office. Not necessary to include these in the Final Report.

4. Curriculum Review Reports

Where a curriculum review or analysis has occurred during recent years, a one page summary should be included in an appendix to this report and the resulting changes in the program noted. This report should be available from the Department Head's Office.

5. Accreditation Reports

Where an accreditation of the program has been realized, a copy of the accreditation report should be included as an appendix available from the Department Head's Office, and a note of the implemented recommendation made. Letters of Accreditation should be included.

6. Provincial/National Examinations

A Summary of graduate success in provincial/national exams should be included.

7. C.E. & I.S. Program/Course Offerings

A summary of program/course offerings and corresponding student enrolment in C.E. & I.S. should be listed and main accomplishments highlighted.

B. THE QUESTIONNAIRES

The following section includes general instructions for administering the instruments, administration directions for each instrument and the five instruments to be used in the program assessment. The following instruments are the primary data-collecting vehicles for the program assessment.

1. Instructional Staff Questionnaire
2. Advisory Committee Questionnaire
3. Student Questionnaire
4. Graduate Questionnaire
5. Employer Questionnaire

1. General Instructions for Administering Questionnaires

It was suggested that the Task Force members be responsible for administering the questionnaires. The schedule for administering them has been outlined on Page 7. It is important that the Task Force clearly understands the composition of the five responding groups. Please see Figure 3, Identification of Responding Groups, which follows.

FIGURE 3

IDENTIFICATION OF RESPONDING GROUPS

1.	Instructional Staff Questionnaire Parts A,B,C	All faculty and staff instructing in the program.
2.	Student Questionnaire	All students currently enrolled.
3.	Advisory Committee Questionnaire	All members except faculty & students.
4.	Graduate Questionnaire	For each of previous 2 or more years; (if 10 or less graduates); 25% sample (if 200 or more graduates). See TABLE 1*.
5.	Employer Questionnaire	A sample of 25% (if 200 or more) to 100% (if 10 or less) graduates' employers.

* It will probably be necessary to select substantially more graduates for each year in order to obtain the desired number of responses. The initial selection should be made randomly. (See TABLE 2)

1. General Instructions for Administering Questionnaires (Cont'd)

(Directions for administering questionnaires accompany each questionnaire)

a) Instructional Staff Questionnaire

All faculty and staff instructing in the program will fill out parts A,B & C. Establish a system to ensure all are returned.

b) Student Questionnaire

All students in all semesters of the program should be asked to fill in the questionnaire during a specific class period. *In order to ensure that questionnaires will be accurately filled out and promptly returned, we strongly recommend that students be asked to fill out the questionnaires in a specified class. Official times should be set aside within the daily schedule and all respondents should be urged to participate in the program assessment at those times. Evaluation Task Force members administering the questionnaires should begin the sessions by explaining the purpose of the assessment and specific directions that accompany the questionnaire.*

DO NOT LET STUDENTS TAKE THE QUESTIONNAIRE OUT OF CLASS.

c) Advisory Committee Questionnaire

Advisory Committee members other than faculty and students should be asked to fill in the questionnaire, since their responses to the Advisory Committee questionnaire would be repetitive.

d) Graduate Questionnaire

A sample of graduates from the past two or more years should be sent questionnaires. (See TABLE 1 for sample size.) Since a certain percentage of the sample are not likely to respond to the questionnaire or to the follow-up telephone call, the sample size will have to be augmented in order to obtain sufficient responses. The sample should be increased by about 30% for this purpose. Numerically record each out-going questionnaire to identify those who do not respond to assist followup.

TABLE 1

TO DETERMINE SAMPLE OF THE GRADUATE POPULATION

No. of Graduates	Sample Size
over 100	25%
91 - 100	42
81 - 90	40
71 - 80	39
61 - 70	37
51 - 60	35
41 - 50	29
31 - 40	25
21 - 30	20
11 - 20	15
10 or less	all

e) Employer Questionnaire

In the Employer Questionnaire, you will be seeking information on the success of specific graduates. Therefore, your employer sample is derived from a sample of graduates. Identify the employer by first tracing the graduate to his present employment. (Use TABLE 1 to select the number of graduates you will have evaluated by their employers.*)

Although there will be one questionnaire for each graduate, an attempt will be made to keep the information on the questionnaires confidential. The graduate's name will appear on the letter, but the questionnaires will be coded using a number. In this way, the employer will not be sending the graduate's name back, but the number can identify which employers have not replied to assist followup.

* The sample of graduates for the Employer Questionnaire will not necessarily be identical to that of the Graduate Questionnaire. If the number of graduates is small, overlap will, of course, occur.

PROGRAM ASSESSMENT

INSTRUCTIONAL STAFF QUESTIONNAIRE

This questionnaire is part of an assessment of the program in which you are involved. The assessment is designed to help assess the strengths of the program and to identify the areas that might require improvement.

By filling out this questionnaire, you are providing valuable information which will help ensure that the program is effective in meeting student needs. It is important that you answer *each* question frankly and honestly. Do not sign the questionnaire. Your responses will be kept anonymous.

In filling out Part A, you are asked to indicate how much improvement you think is required in aspects of the program *with regard to your own courses.*

In filling out Part B, you are asked to consider *the program as a whole.*

In Part C you are asked to comment on the program *as a whole.*

Please respond to each item. When necessary, use either "Don't know" or "Not applicable".

Thank you. We appreciate your cooperation.

INSTRUCTIONAL STAFF QUESTIONNAIRE

Part A

Please respond with regard to the courses **you** teach in this program.

Please give your opinion by placing the appropriate number from the key in the box to the right of each item.

RESPONSE KEY
1. No Improvement Needed
2. Very Little Improvement Needed
3. Some Improvement Needed
4. Major Improvement Needed
5. Don't Know
6. Not Applicable

The content of your course(s) is:

1. relevent to the program; ☐
2. suitable to students' differing abilities, interest, needs. ☐
3. The balance between theory and practice in your course(s) is appropriate ☐

There is sufficient time in your course(s) for students to:

4. acquire appropriate knowledge; ☐
5. develop appropriate skills. ☐

At the beginning of your course(s), students are informed about:

6. specific course objectives (including performance criteria); ☐
7. learning activities (e.g., lab work, seminars, lectures); ☐
8. resource materials to be used (e.g., texts, tools, library and audiovisual materials); ☐
9. how they are to be evaluated ☐

RESPONSE KEY

1. No Improvement Needed
2. Very Little Improvement Needed
3. Some Improvement Needed
4. Major Improvement Needed
5. Don't Know
6. Not Applicable

10. You teach your course(s) at an appropriate level of difficulty. ☐

11. You provide opportunities for students to work in small groups with classmates. ☐

The way in which students are evaluated is consistent with:

12. your course objectives; ☐

13. your instructional techniques (e.g., essays, multiple choice tests for theory, demonstrations for laboratory work). ☐

14. You provide opportunities for students to evaluate your course(s). ☐

15. Student attendance in your course(s) is satisfactory. ☐

16. Students' attitude toward work and study is positive. ☐

17. Students' workload is reasonable. ☐

The textbooks and reference materials (library, audiovisual materials) used in your course(s) are:

18. relevant to your course(s); ☐

19. appropriate to differing student needs and interests; ☐

20. readily accessible to students; ☐

21. used sufficiently by students. ☐

RESPONSE KEY

1. No Improvement Needed
2. Very Little Improvement Needed
3. Some Improvement Needed
4. Major Improvement Needed
5. Don't Know
6. Not Applicable

Equipment for your course(s) (e.g., microscopes, machinery, drafting equipment,) is:

22. appropriate to your course(s); ☐
23. readily accessible to students; ☐
24. used sufficiently by students. ☐

25. Upon request, you give extra help on course work to individual students. ☐
26. You are usually available for student counselling on personal and/or technological matters. ☐
27. You help graduates to find suitable full-time employment directly, or indirectly through the BCIT Manpower Office or other agencies. ☐

You are satisfied with:

28. courses you are assigned to teach; ☐
29. workload; ☐
30. salary and fringe benefits; ☐
31. teaching/learning facilities. ☐

32. Cooperation exists among instructional staff teaching in the program. ☐

Staff/professional development is available for:

33. the improvement of instructional techniques; ☐
34. increasing subject area competence. ☐

RESPONSE KEY

1. No Improvement Needed
2. Very Little Improvement Needed
3. Some Improvement Needed
4. Major Improvement Needed
5. Don't Know
6. Not Applicable

The program receives support from:

35. the Department Head ☐
36. the Library ☐
37. the Audio-Visual Department ☐
38. the Steno Pool ☐
39. Duplicating Services ☐

Classrooms are suitable for teaching in terms of:

40. acoustics ☐
41. teaching supplies ☐
42. a/v equipment ☐
43. cleanliness ☐
44. lighting ☐
45. aesthetics ☐
46. ventilation ☐
47. external noise ☐

INSTRUCTIONAL STAFF QUESTIONNAIRE

Part B

To be filled in with regard to the program as a whole.

RESPONSE KEY
1. No Improvement Needed
2. Very Little Improvement Needed
3. Some Improvement Needed
4. Major Improvement Needed
5. Don't Know
6. Not Applicable

1. The program has specific statements of purpose(s)/aims. ☐

The program offers a diversity of courses (subjects) which:

2. are useful in terms of the program's objectives; ☐
3. respond to students with differing abilities and interests. ☐

The program provides for the development of:

4. appropriate technological techniques; ☐
5. desirable work habits and attitudes; ☐
6. social skills (ability to work and get along with others); ☐
7. oral communication skills; ☐
8. written communication skills; ☐
9. personal enrichment. ☐

10. The program is responsive to trends in the field. ☐
11. The balance between theory and practice in your program is appropriate. ☐
12. The program provides sufficient time for the development of appropriate knowledge, skills and attitudes. ☐
13. There is little duplication in content in the courses that make up the program. ☐

RESPONSE KEY

1. No Improvement Needed
2. Very Little Improvement Needed
3. Some Improvement Needed
4. Major Improvement Needed
5. Don't Know
6. Not Applicable

Information from the following is used as a basis for program assessment and modification:

14. availability of sufficient jobs ☐
15. recommendations from advisory committee members; ☐
16. recommendations of faculty; ☐
17. requirements of accrediting/certifying agencies; ☐
18. Provincial Academic or Occupational Council; ☐
19. analysis of student performance in courses of the program; ☐
20. student evaluation of courses/program; ☐
21. graduate follow-up; ☐
22. employers. ☐

Communication about the program is maintained with:

23. administrators; ☐
24. other staff (e.g., Student Services, Library, Audio-Visual Department); ☐
25. other colleges offering similar programs; ☐
26. government agencies where appropriate. ☐

27. Program-related jobs are available for graduates. ☐

RESPONSE KEY

1. No Improvement Needed
2. Very Little Improvement Needed
3. Some Improvement Needed
4. Major Improvement Needed
5. Don't Know
6. Not Applicable

Instructional Staff's background is appropriate for teaching assignments in terms of:

28. education; ☐
29. practical experience; ☐
30. teaching experience. ☐

31. There are sufficient faculty to sustain an effective program. ☐
32. Sufficient funds are made available to sustain an effective program. ☐
33. Supervision of faculty by administrators is satisfactory. ☐
34. External guest lecturers are used as resource people in classes. ☐
35. Students are given opportunities to visit work situations (e.g., field trips, tours, practicums). ☐
36. Remedial classes are offered to students when necessary. ☐

Facilities are adequate for:

37. large group instruction; ☐
38. laboratory and clinical work; ☐
39. small group work; ☐
40. independent study/work. ☐

The composition of the advisory committee is appropriate in that:

41. members represent sufficient internal and external groups affected by the program. ☐
42. there are enough external industry and business members to cover the industry input related to the program. ☐

RESPONSE KEY

1. No Improvement Needed
2. Very Little Improvement Needed
3. Some Improvement Needed
4. Major Improvement Needed
5. Don't Know
6. Not Applicable

Advisory committee provides assistance with:

43. program design and revision; ☐
44. program assessment; ☐
45. public relations; ☐
46. identifying sources of jobs for graduates. ☐

47. The advisory committee is effective in fulfilling its responsibilities. ☐
48. The advisory committee meets often enough to fulfill its responsibilities. ☐

The program is frequently assessed in terms of:

49. its need in Industry and Business ☐
50. its quality. ☐

51. Information given about the program in the calendar is accurate. ☐
52. Program attracts suitable candidates ☐
53. Program adequately prepares graduates for jobs in the field. ☐

INSTRUCTIONAL STAFF QUESTIONNAIRE

Part C

If you wish to comment on any aspects of the program which you feel are effective, please do so in the space below and over.

If you wish to comment on any aspects of the program which may require improvement, please do so in the space below and over.

If you wish to comment on the role and operation of the Advisory Committee, please do so in the space below and over.

2. Student Questionnaire Administration Directions

Week III	1. Arrange for all students to complete the questionnaire during a scheduled class period so that completed questionnaires can be returned at the end of the period. This questionnaire will probably take 10 - 15 minutes to complete. 2. Ensure that there are sufficient copies of the questionnaire for all respondents.
Week IV	1. Questions 14 and 15 and Question C will require you to prepare a list of all the "home technology courses" and the "program-related required courses" offered in your program. 2. The name of the "program option" is asked for on the cover page. Point out to the students the different program options or specialities within their program, if applicable. 3. After handing out the questionnaires, read the instructions on the cover page and respond briefly to any questions. 4. Collect all completed questionnaires. DO NOT LET THE STUDENTS TAKE THE QUESTIONNAIRES AWAY.

If you want additional information about students, for example student background, you could add questions about the student's previous education, work experience, age, etc. It is suggested that you put these questions on a separate page.

PROGRAM ASSESSMENT

STUDENT QUESTIONNAIRE

This questionnaire is part of the assessment of your B.C.I.T. program. The assessment is designed to help make the program responsive to student needs. By filling out this questionnaire, you are providing valuable information which will help those involved in organizing your program to maintain its effectiveness.

It is important that you answer each question. If you are unable to answer a question, use either "don't know" or "not applicable".

Please do not sign the questionnaire. Individual students will not be identified.

You are asked to indicate how much improvement you think is needed in different aspects of your *own* program, and therefore, consider *all* courses you have taken so far.

We appreciate your cooperation and hope that you will find the questionnaire thought-provoking and useful.

Program:

Program Option:
(if applicable)

CURRENT TERM QRTR ENROLLED

STUDENT QUESTIONNAIRE

Please give your opinion by placing the appropriate number from the key in the box to the right of each item.

RESPONSE KEY

1. No Improvement Needed
2. Very Little Improvement Needed
3. Some Improvement Needed
4. Major Improvement Needed
5. Don't Know
6. Not Applicable

At the beginning of your courses, you were informed about:

1. specific course objectives; ☐
2. learning activities (e.g., lab work, seminars, lectures); ☐
3. texts, tools, library and audiovisual materials to be used; ☐
4. how you were to be tested. ☐

The following are acceptable in quality:

5. textbooks; ☐
6. library resources (e.g., books, pamphlets, periodicals); ☐
7. audiovisual materials (e.g., tapes, records, films, filmstrips); ☐
8. equipment (e.g., microscopes, machinery, drafting equipment). ☐

There is sufficient time in your courses to:

9. learn the material. ☐
10. develop the skills. ☐

RESPONSE KEY

1. No Improvement Needed
2. Very Little Improvement Needed
3. Some Improvement Needed
4. Major Improvement Needed
5. Don't Know
6. Not Applicable

Opportunities are provided for students to:

11. work in small groups with classmates; ☐
12. visit work situations (e.g., field trips, tours). ☐

How would you judge the usefulness of the following:

13. career information (job opportunities, salaries, etc.) ☐
14. the home technology courses you have taken; ☐
15. the program-related required courses you have taken; ☐
16. the practical activities (e.g., laboratory, clinical and work experience, community projects) in courses you have taken. ☐

17. The balance between theory and practical activities in your courses is suitable. ☐
18. The grading system used in your courses is appropriate. ☐
19. The methods used to arrive at marks are appropriate (e.g. essays, tests, projects. ☐
20. There is very little duplication in content in the courses that make up the program. ☐
21. Your workload in the program in reasonable. ☐
22. Your attitude toward work and study is positive. ☐
23. The courses you take are taught at an appropriate level of difficulty. ☐

RESPONSE KEY

1. No Improvement Needed
2. Very Little Improvement Needed
3. Some Improvement Needed
4. Major Improvement Needed
5. Don't Know
6. Not Applicable

25. Opportunities are provided for you to evaluate your courses. ☐

26. Upon request, extra help on course work is given by faculty to individual students. ☐

26. Faculty are usually available for student counselling on personal and/or technological matters ☐

27. Admission requirements to the program were reasonable and fair. ☐

28. Information you received about the program before you enrolled was accurate. ☐

29. The cost of the program (tuition fees, books, equipment, etc.) is reasonable. ☐

RESPONSE KEY

1. To a Great Extent
2. To Some Extent
3. To a Very Little Extent
4. To No Extent
5. Not Applicable

To what extent have you made use of the following:

30. textbooks; ☐

31. equipment (e.g., microscopes, machinery, drafting equipment); ☐

32. the library; ☐

33. the audiovisual/media centre. ☐

34. To what extent have you participated in extracurricular activities (social, cultural, athletic activities). ☐

Please judge the quality of each course you took last term and this term by placing 1 to 4 in the appropriate box. Rate only those courses taken in your current year of studies.

RATING

1 Excellent
2 Good
3 Fair
4 Poor

1ST YEAR

LAST TERM		THIS TERM	
Course Name	Rating	Course Name	Rating
1.	☐	1.	☐
2.	☐	2.	☐
3.	☐	3.	☐
4.	☐	4.	☐
5.	☐	5.	☐
6.	☐	6.	☐
7.	☐	7.	☐
8.	☐	8.	☐
9.	☐	9.	☐

2ND YEAR

LAST TERM		THIS TERM	
Course Name	Rating	Course Name	Rating
1.	☐	1.	☐
2.	☐	2.	☐
3.	☐	3.	☐
4.	☐	4.	☐
5.	☐	5.	☐
6.	☐	6.	☐
7.	☐	7.	☐
8.	☐	8.	☐
9.	☐	9.	☐

In the space provided below, please comment on aspects of the program which were particularly effective in preparation for future employment.

Are there important aspects of the program for which you can suggest improvement that would assist in improved career training?

Thank you for your cooperation.

3. Advisory Committee Questionnaire Administration Directions

Week III

1. Faculty and student members on the Advisory Committee will not be asked to respond since they will have already completed a Questionnaire. If possible, all other Advisory Committee members should be assembled together at one meeting for the purpose of completing the questionnaire. The alternative is to mail the questionnaire with the accompanying letter on Page 35. This questionnaire will probably take approximately 10 minutes to complete.
2. Ensure that there are sufficient copies of the questionnaire for all respondents.

Week IV

1. After handing out the questionnaire, read the instructions on the cover page and respond briefly to any questions.
2. Collect all completed questionnaires.

SAMPLE LETTER TO ACCOMPANY ADVISORY COMMITTEE QUESTIONNAIRE

Dear _____:

As indicated at the last Advisory Committee meeting, an assessment of the _____ Program is now being carried out.

The purpose of the Assessment is to reveal strengths evident in the program as well as areas requiring improvement. The information to be collected consists of factual information (for example, student enrolments, attrition rates, costs) and perceptual information from Instructional Staff, students, Advisory Committee members, etc.

The program self-assessment attempts to balance evaluation between the input and the output characteristics of education in the belief that Technological Education has a primary objective of meeting the needs of industry and business.

The whole operation is under the direction of a Steering Committee with _____ acting as the Advisory Committee representative. The results of the assessment will be discussed at a future Advisory meeting.

As part of the assessment, questionnaires are going to faculty, students, graduates, employers and Advisory Committee members. We have enclosed one copy of the Advisory Committee questionnaire.

Please use the B.C.I.T. addressed envelope to send back the completed questionnaire. Your prompt reply would be appreciated since the time schedule for the completion of the assessment is limited.

Thank you for your cooperation. We look forward to receiving your reply.

Sincerely,

Chairman, Steering Committee
_____ Program

ADVISORY COMMITTEE QUESTIONNAIRE

Please give your opinion by placing the appropriate number from the key in the box to the right of the item.

RESPONSE KEY
1. No Improvement Needed
2. Very Little Improvement Needed
3. Some Improvement Needed
4. Major Improvement Needed
5. Don't Know
6. Not Applicable

1. The program has specific statements of purposes/aims. ☐

The program offers a diversity of courses (subjects) which:

2. are useful in terms of the program's objectives; ☐
3. respond to students with differing abilities and interests. ☐

4. The balance between theory and practice in the program is appropriate. ☐
5. The program is responsive to trends in the field. ☐

The program provides for the development of:

6. appropriate technological techniques; ☐
7. desirable work habits and attitudes; ☐
8. social skills (ability to work and get along with others); ☐
9. oral communication skills; ☐
10. written communication skills; ☐
11. personal enrichment (elective courses). ☐

Communication about the program is maintained with:

12. other colleges offering similar programs; ☐
13. government agencies where appropriate. ☐

RESPONSE KEY

1. No Improvement Needed
2. Very Little Improvement Needed
3. Some Improvement Needed
4. Major Improvement Needed
5. Don't Know
6. Not Applicable

14. Sufficient funds are made available to sustain an effective program. ☐
15. The program attracts suitable candidates. ☐
16. The program adequately prepares graduates for jobs in your field. ☐
17. Program-related jobs are available for graduates. ☐

Information from the following is used as a basis for program evaluation and modification:

18. availability of sufficient jobs ☐
19. recommendations from advisory committee members; ☐
20. employers. ☐

The composition of the advisory committee is appropriate in that:

21. members represent sufficient internal and external groups affected by the program; ☐
22. there are enough external Industry and Business members to cover industry input related to the program. ☐

The advisory committee provides assistance with:

23. program design and revision; ☐
24. program evaluation; ☐
25. public relations; ☐
26. identifying sources of jobs for graduates. ☐

RESPONSE KEY

1. No Improvement Needed
2. Very Little Improvement Needed
3. Some Improvement Needed
4. Major Improvement Needed
5. Don't Know
6. Not Applicable

27. Your advisory committee meets often enough to fulfill its responsibilities. ☐

28. Your advisory committee is effective in fulfilling its responsibilities. ☐

29. If you wish to comment on any aspect of the program which you feel is effective, please do so in the space below.

30. If you wish to comment on any aspect of the program which may require improvement, please do so in the space below.

31. If you wish to comment on how the role and operation of the Advisory Committee can improve, please do so in the space below and over.

4. Graduate Questionnaire Administration Directions

Week I

1. Establish the size of the graduate sample to be drawn from the previous two or more years of graduates from the program. See TABLE 1 for the recommended sample size. Add approximately 30% to this figure to allow for lack of responses.
2. From the BCIT records and/or Alumni Association, compile a list of the following for all graduates from previous two or more years.
   a) graduates name, address and telephone number, and year of graduation.
   b) his/her current employer's name, address and telephone number.

   Consecutively number all graduates on the list and with the use of TABLE 2, select the names of the graduates for the sample.
3. Revise the graduate letter, if necessary. Add the date, name of graduate, name of Steering Committee Chairman.
4. Arrange for sufficient copies of the letter, the Graduate Questionnaire, and B.C.I.T. addressed envelopes. Number each Questionnaire to assist in followup of non-replies. *MARK NUMBER IN UPPER RIGHT HAND CORNER.*

Week II

1. Mail the Graduate Questionnaires and letters.
2. Prepare for telephone followup.

Week IV

1. If the desired number of questionnaires have not been returned within two weeks after the mailing date, followup telephone calls should be initiated. Responses to the questions should be solicited over the phone in order to prevent further delay. It would probably be best that a faculty member conduct these phone calls.

Table 2
TABLE OF RANDOM NUMBERS
(200 pairs 01 - 99)

1	27	41	98	81	14	121	94	161	85
2	17	42	27	82	91	122	83	162	63
3	19	43	14	83	21	123	46	163	72
4	81	44	99	84	38	124	87	164	55
5	97	45	06	85	73	125	42	165	74
6	41	46	58	86	05	126	53	166	87
7	22	47	29	87	83	127	12	167	58
8	10	48	51	88	37	128	43	168	90
9	56	49	08	89	19	129	33	169	05
10	16	50	30	90	75	130	17	170	63
11	65	51	80	91	82	131	67	171	88
12	49	52	28	92	79	132	60	172	26
13	33	53	17	93	63	133	83	173	94
14	17	54	55	94	22	134	36	174	38
15	34	55	51	95	98	135	45	175	07
16	18	56	36	96	55	136	12	176	59
17	77	57	84	97	18	137	01	177	09
18	79	58	65	98	26	138	05	179	31
20	59	60	57	100	60	140	99	180	38
21	36	61	68	101	77	141	87	181	95
22	02	62	11	102	59	142	74	182	61
23	16	63	75	103	39	143	39	183	37
24	03	64	18	104	10	144	50	184	26
25	73	65	03	105	59	145	35	185	71
26	38	66	25	106	32	146	95	186	04
27	35	67	06	107	68	147	57	187	63
28	19	68	82	108	17	148	69	188	98
29	61	69	24	109	37	149	98	189	72
30	84	70	52	110	03	150	40	190	26
31	09	71	71	111	75	151	85	191	23
32	88	72	57	112	93	152	66	192	11
33	83	73	47	113	69	153	67	193	44
34	63	74	04	114	50	154	10	194	92
35	10	75	24	115	63	155	12	195	90
36	69	76	66	116	83	156	27	196	69
37	46	77	58	117	19	157	07	197	82
38	36	78	96	118	64	158	33	198	91
39	54	79	34	119	09	159	12	199	46
40	67	80	95	120	23	160	14	200	29

If you need 35 names from the list of 60, for example, you could start at any point in the table and then following consecutively, select the 35 numbers you need. Since you only need numbers from 1 to 60, you will have to discard numbers over 60 until you reach a total of 35.

SAMPLE LETTER TO ACCOMPANY GRADUATE QUESTIONNAIRE

Dear _____:

The B.C.I.T. program from which you graduated is undergoing an assessment at the present time. The Evaluation Committee, composed of representatives of all involved in the program, is asking you to participate in the assessment. Information from you as a graduate and your perception of the program is important to contribute to the future planning of the program.

We have enclosed a questionnaire which should take you no more than fifteen minutes to complete. We would be very interested in obtaining your responses to pertinent questions about yourself and the program. Your responses will be kept confidential. Each of the questionnaires is numbered however, to assist in sending reminders to those who do not initially respond. As indicated, responses will be kept confidential.

We are concerned with the way in which a number of graduates respond. If, for example, a considerable number of graduates indicate career information given to them was not very helpful, then that would be an aspect of the program which would be investigated for improvement.

Please fill out the questionnaire and return it in the B.C.I.T. addressed envelope as soon as possible. Your prompt reply would be appreciated since the time scheduled for the completion of the program evaluation is limited.

We appreciate your cooperation and hope you will find the questionnaire thought-provoking and useful.

We look forward to your reply.

Yours truly,

Chairman, Steering Committee
_____ Program

GRADUATE QUESTIONNAIRE

Program Option _____

Date of Graduation _____

Place the appropriate number in the box to the right of each item.

RESPONSE KEY

1. No Improvement Needed
2. Very Little Improvement Needed
3. Some Improvement Needed
4. Major Improvement Needed
5. Don't Know
6. Not Applicable

In general, how would you judge:

1. the quality of teaching in the program; ☐
2. the usefulness of the career information given to you in your program (job opportunities, salaries, etc.). ☐

3. The program provided sufficient time for the development of appropriate knowledge, skills and attitudes. ☐
4. The balance between theory and practical activities in the program was appropriate. ☐

The program contributed toward the development of your:

5. job skills; ☐
6. work habits and attitude toward work; ☐
7. ability to get along with and work with others; ☐
8. ability to communicate orally; ☐
9. ability to communicate through writing; ☐
10. personal enrichment. ☐

11. Faculty helped graduates seek suitable employment directly, or indirectly through the BCIT Manpower Office or other agencies. ☐

12. Are you interested in continuing your formal education? ☐

1. Yes, in the same field for which I trained.
2. Yes, in another field.
3. No, I am not interested in continuing my formal education.

13. If unemployed, please indicate why you have not been employed. ☐

1. Cannot find a suitable position in the program field.
2. Cannot find another suitable job.
3. Have not actively looked for a job.
4. Other

14. Could you send your current job title and a list of your present duties? ☐

1. Yes, attached
2. No

15. How long did it take you after graduation, certification, registration, etc. to find a job? ☐

1. Prior to graduation
2. Less than a month
3. One or two months
4. Three to five months
5. Six to nine months
6. More than ten months

16. How many jobs have you had since graduation? ☐

1. One
2. Two
3. Three
4. More than three

17. To what extent did the program prepare you for your job: ☐

1. To a great extent
2. To some extent
3. To a very little extent
4. To no extent
5. Not applicable

18. To what extent is your present position related to your program training? ☐

1. to a great extent
2. to some extent
3. to a very little extent
4. to no extent
5. not applicable

19. If you are employed in a job unrelated to the training you received at BCIT, please state the reason. ☐

1. no related jobs available
2. training was inadequate
3. dislike the field
4. greater job satisfaction in unrelated job
5. more pay in unrelated job
6. not applicable
7. other, please specify _____

20. If you were employed before taking your BCIT program, to what extent did the program increase your salary and/or lead to increased job satisfaction? ☐

1. to a great extent
2. to some extent
3. to a very little extent
4. to no extent
5. not applicable

21. In your present job, what is your annual salary? ☐

1. less than $8,000
2. between $8,000 - 9,500
3. between $9,501 - 11,000
4. between $11,001 - 13,000
5. between $13,001 - 15,500
6. between $15,501 - 20,000
7. over $20,000

2. Please indicate which of your BCIT courses you would rate as
   a) excellent
   b) satisfactory
   c)poor

23. What specific things about the program were most useful to you in preparation for your career?

24. Are there important aspects of the program for which you can suggest improvement to assist future graduates in their careers.

25. Please indicate any specific type of educational training you would like to take now or in the near future to help you in your career at the Diploma or Post-Diploma level.

5. Employer Questionnaire Adminstration Directions

Week II	1. Establish a quote of employers (see Page 19 for an example) and the sample of employers which is derived from a sample of graduates. Use the same number of graduates from TABLE 1 which you used for the Graduate Questionnaire. However, use TABLE 2, Table of Random Numbers, again to select the sample. Refer to the consecutively numbered list of graduates and their employers compiled in Week I. Provided the number of employers listed is larger than the sample desired, start at any point in TABLE 2 and, following consecutively, select more numbers than you need in order to allow for non-responses. Draw the sample from the graduate/employer list.
	2. Revise the employer letter, if necessary. Add the date, name(s) of graduate(s), year(s) of graduation and the Steering Committee Chairman's name.
	3. Arrange for sufficient copies of the letter, Employer Questionnaire and B.C.I.T. envelopes. *NUMBER THE QUESTIONNAIRE IN THE UPPER RIGHT HAND CORNER FOR FOLLOWUP PURPOSES ON NON-REPLIES.*
Week III	1. Mail Employer Questionnaire and letters.
	2. Prepare for telephone followup.
Week V	1. If the desired number of questionnaires have not been returned within two weeks after the mailing date, followup telephone calls should be initiated. The Advisory Committee representative may be willing to conduct these calls. Responses should be solicited over the phone.

SAMPLE LETTER TO ACCOMPANY EMPLOYER QUESTIONNAIRE

Dear_____:

_____ Program at B.C.I.T. is presently conducting an assessment. The purpose of the Assessment is to reveal strengths evident in the program as well as areas requiring improvement. The information to be collected consists of factual information (for example, student enrolments, attrition rates, costs, etc.) and perceptual information from Instructional Staff, students, Advisory Committee members, etc. The program self-assessment attempts to balance evaluation between the input and the output characteristics of education in the belief that Technological Education has a primary objective of meeting the needs of industry and business.

We are asking you to participate in this assessment since your organization has hired _____ graduate(s) from the program during the past two years. By answering certain questions related to the program, you will be contributing valuable information to help those planning the program to assess its effectiveness.

We would appreciate your completing the enclosed, brief questionnaire(s) about the employee(s) who graduated from this program. Our B.C.I.T. records indicate that you have employed the graduate(s) listed below.

Graduate Name	Graduate Number	Year Graduated

We have enclosed one copy of the questionnaire for each graduate you have employed.

Please view this questionnaire as a means to evaluate the program rather than the employee. The employee/graduate has been named in order that you can respond to the questionnaire and the program committee can identify employer questionnaires not returned. However, the name will not appear on the questionnaire. Each graduate has been assigned a number to enable the faculty member tallying responses to account for graduates' year of graduation without identifying these graduates. This number also assists in the sending of reminders to those who do not initially respond. As indicated, responses will be kept confidential.

Please use the B.C.I.T.-addressed envelope to send back the completed questionnaire(s). Your prompt reply would be appreciated since the time schedule for the completion of the program assessment is limited.

Thank you for your cooperation. We look forward to receiving your reply.

Sincerely,

Chairman,
Steering Committee
_____ Program

EMPLOYER QUESTIONNAIRE

Please give your opinion by placing the appropriate number from the key in box to the right of the item.

RESPONSE KEY

1. No Improvement Needed
2. Very Little Improvement Needed
3. Some Improvement Needed
4. Major Improvement Needed
5. Don't Know
6. Not Applicable

How would you judge the employee's:

1. skills necessary for the job; ☐
2. work habits and attitudes; ☐
3. social skills (ability to work and get along with others); ☐
4. oral communication skills; ☐
5. written communication skills. ☐

6. In general, how would you rate the job performance of the employee? ☐

7. Does the employee have potential for increased responsibility? ☐

   1. yes, to a great extent
   2. yest, to some extent
   3. yes, to a very little extent
   4. no, to no extent
   5. don't know

8. If positions were available, would you employ more of our program graduates? ☐

   1. yes
   2. no
   3. uncertain

9. The number of graduates from the program is sufficient for your needs. ☐

   1. yes
   2. no
   3. uncertain

10. Opportunities exist for your organization to contribute information about specifications of jobs for which students in this program are trained. ☐

    1. yes
    2. no
    3. uncertain

11. How would you judge the effectiveness of the communication between BCIT and your organization? ☐

    1. no improvement needed
    2. very little improvement needed
    3. some improvement needed
    4. major improvement needed
    5. don't know.followup with employers needed
    6. not applicable

12. Please comment on any aspect of the employee's performance which indicate that he/she has been well prepared by the program.

13. Please comment on any aspects of the program which, if improved, would result in a better graduate.

14. If you would like to make further remarks about the program, please do so in the space following.

15. Is there specific additional educational training that would help graduates now or in the near future at the Diploma and/or Post-Diploma level.

IV, PREPARING THE REPORT

A. USING THE SUMMARY FORM

The Summary Form is designed to present summarized information in a systematic and straightforward manner in order to facilitate interpretation and analysis. It consists of the following three parts:

1. Part A -- Basic Information
2. Part B -- Summary of Questionnaire Responses
3. Part C -- Comments from Responding Groups
    a) students
    b) graduates
    c) employers
    d) instructional staff
    e) advisory committee

The following is an explanation of how to complete the various components of the Summary Form.

1. Part A - Basic Information

The first two parts of this section consist of two charts that must be filled in mainly from B.C.I.T. records. Instructions for filling in these charts follow.

a) TRACE OF TWO GROUPS OF ORIGINAL ENROLLEES IN TWO ACADEMIC YEARS -
FIGURE 1, Page 14

i) Enrolment:

The statistics are to be those which trace students enrolled from first term through to their graduation.
In this way, the fina term's enrolment figure could be compared to that of the original group. Transfers into the program after enrolment in the first term are, therefore, excluded. NOTE: The figures for the current year are not to be included, only the previous two years.

Indicate enrolment figures for groups (from first term through to graduation) in appropriate columns. Calculate the enrolment percentages using the first term enrolment figure as a base.

ii) Percentage of Early-Leaving Students:

1. Record number of job-outs, transfers, drop-outs, for each term.
2. Compute percentage of job-outs, transfers, drop-outs for each term utilizing the enrolment figure for term 1 and 100%.
3. Indicate percentages in each term on chart.

iii) Percentage of First Term Enrollees Graduated:

1. Find number of students who graduated from program in year under consideration.
2. Using chart to find size of first term class, compute percentage of that class which graduated.

iv) Percentage of Graduates Pursuing Further Education:

1. Find number of graduates in year under consideration.
2. Find number of graduates pursuing further education from B.C.I.T. records.
3. Record percentage of graduates pursuing further education using the total number of graduates as base of 100%.

v) Percentage of Graduates in Program-Related Jobs:

1. Find number of graduates in year under consideration.
2. Find number of graduates in program-related jobs from B.C.I.T. records and/or graduate questionnaire.
3. Record percentage of graduates in program-related jobs on chart using the total number of graduates as base of 100%.
4. Follow same procedure for the other groups of original enrollees.

b) STUDENT ENROLMENT BY YEAR FOR EACH OF FOUR YEARS - Figure 2, page 15

This enrolment chart can be filled in using Institute records. Highlight transfer students and direct entries into second year.

c) CURRICULAR INFORMATION

The curricular information outlined in Section III should be provided here with items 3 (a) and (b) in detail and Items 3 (c), (d), (e), (f), (g) and (h).

d) ACCREDITATION REPORTS

A summary of the accreditation report should be made and implemented recommendation noted. The actual accreditation report should be provided as an appendix.

e) PROVINCIAL/NATIONAL EXAMINATIONS

A summary of graduate success in provincial/national exams should be tabulated and commented upon.

f) C.E. & I.S. PROGRAM/COURSE OFFERINGS

A summary of program/course offerings and corresponding student enrolment in C.E. & I.S. should be listed and main achievements highlighted.

2. Part B - Summary of Questionnaire Responses

This part of the Summary Form represents an attempt to compress the information collected from the questionnaires into a form useful for analysis of strengths and weaknesses, as perceived by responding groups. A few of the items will have been responded to by two or more of the responding groups. Thus, there is an opportunity in the Summary Form to compare the responses of different groups to similar items. Comparisons can be made among those who felt they had enough knowledge to comment on a particular item. Percentages of individuals responding in the "don't know" and "not applicable" columns can also be compared in terms of all those who responded to the item. It is useful to know the percentages of those who feel they do not know enough about a particular item to comment.

Procedure for Filling in Summary Form:

1. Use one tally form for each group.
   Collate data from one group at a time.

2. Taking one questionnaire, place a check mark for each item in the appropriate "tally" column.

3. Repeat for each questionnaire in the group.

4. When all responses from one group have been recorded, total the number of responses for each category for each questionnaire item.

5. For each item, compute the percentage of responses in each category of the first four categories ("No Improvement Needed" to "Major Improvement Needed") in terms of the total number of responses in the first four categories. (See Figure 5 for an example.)

6. For each item, compute the percentage of responses in the last two categories "Don't Know" and "Not Applicable" in terms of the total responses to the item (ie: total of all six categories). (See Figure 5).

7. Transcribe the information from each chart to the Summary Form
   a) Using the Item Number Code Sheet II (Appendix B), find the item on the Summary Form corresponding to the item on the questionnaire.
   b) Utilizing the columns on the Summary Form designated for the group with which you are dealing, shade in the first four columns according to the percentages computed (Figure 7).
   c) Fill the actual percentage figures in the "Don't Know" and "Not Applicable" boxes.
   d) Some items require those responding to use a different category system (e.g. "to a great extent", "to some extent", "to a little extent", "to no extent".) The actual percentage based on the frequency of responses to each category should be placed in the appropriate box.

SAMPLE TALLY FORM FOR SUMMARIZING QUESTIONNAIRE RESPONSES

Responding Group		No Improvement Needed			Very Little Improvement Needed			Some Improvement Needed			Major Improvement Needed			Total of First 4 Categories	Don't Know 5			Not Applicable 6			Ttl. of 6 Categories
Ques. Item No.	Summary Form Item No.	Tally	Ttl	% *	Tally	Ttl	% *	Tally	Ttl	% *	Tally	Ttl	% *		Tally	Ttl	% +	Tally	Ttl	% +	
1																					
2																					
3																					
4																					
5																					
6																					
7																					
8																					
9																					
10																					
11																					
12																					

*This percentage is based on the total responses in categories 1 to 4.

+This percentage is based on the total responses to all categories.

SAMPLE TALLY FORM FOR SUMMARIZING QUESTIONNAIRE RESPONSES (one example)

Item No.	NO. IMPROV. NEEDED			VERY LTL. IMPROV. NEEDED			SOME IMPROV. NEEDED			MAJOR IMPROV. NEEDED			TTL. FIRST FOUR	DON'T KNOW			NOT. APPLC.			TT AL SI
	Tally	Ttl	%	Tally	Ttl	%	Tally	Ttl	%	Tally	Ttl	%		Tally	Ttl	%	Tally	Ttl	%	
1	✓✓✓✓✓ ✓✓✓✓✓ ✓✓✓✓✓	15	43	✓✓✓✓✓ ✓✓✓✓✓ ✓✓✓✓✓	15	43	✓✓✓✓✓	5	14		0	0	35	✓✓✓✓✓	5	12	✓✓	2	5	4

3. Part C - Comments from Responding Groups

The questionnaires make provision for individuals to comment about the program. Comments should be clipped off the questionnaire. Organize comments according to items listed on page 91. In addition, we recommend that comments within each item be categorized according to content and coded by group. The number of responses received in each category should be noted. Example: "Aspects of program particularly useful"

Category - "practical experience" - 7 responses - GRAD
3 responses - STU
"individual help" - 3 responses - GRAD
1 response - STU

B. INSTRUCTIONS FOR PREPARING THE REPORT

We have suggested that the report be prepared by the Evaluation Task Force. The main body of the report should be brief to have impact. The findings should be summarized with just as much weight given to positive aspects of the program as to negative ones. The latter part of the report should include a summary of only basic information and should not include the numerical responses to each questionnaire. Individual questionnaire summaries can be made available for perusal in a companion folder, but not as part of the report.

A format for the report is suggested in Figure 6.

FIGURE 6

SUGGESTED FORMAT FOR THE REPORT

1. Introduction:
   - Purpose of the Program Assessment
   - Composition and Function of Steering Committee and Evaluation Task Force
   - Schedule for the Assessment
   - Table of the Number of Individuals Responding in Each Group

2. Summary and Interpretation of Findings

3. Major Strengths, Areas Requiring Improvement and Differing Viewpoints

4. The Summary Form:
   a) Basic Information
   b) Summary of Questionnaire Responses
   c) Comments from Responding Groups

5. Recommendations

1. Introduction

The general framework for outlining the purpose of the assessment, the composition of committees and the schedule for the assessment can be taken from the Manual. It is important that readers of the report know how the assessment was conducted and who was involved in it.

The table of the numbers of individuals who responded in each group can be compiled after responses have been summarized.

2. Summary and Interpretation of Findings

To have impact, this section should be brief and pointed. It should contain the following:

a) a written summary of the program assessment, emphasizing:
   i) the extent to which the program is effectively meeting its objectives, and
   ii) priority areas in which improvement is clearly necessary;
b) recommendations concerning:
   i) further clarification of areas needing improvement, and
   ii) ways of dealing with issues which have become evident as a result of the evaluation.

3. Major Strengths, Areas Requiring Improvement and Differing Viewpoints

Major strengths and areas requiring improvement can be identified from three sources:

i) Basic Information
ii) Summarized questionnaire responses
iii) Comments from responding groups

i) Basic Information (Part (a) of Summary Form)

There are a number of ways the Basic Information can be viewed, but they hinge on the priorities of the program. A relatively low percentage of graduates from a program could cause for concern if efficiency is a primary aim, but of lesser consequence if attracting students to the program is more important. In any case, optimum figures for enrolment, enrolment stability and percentages of graduates might be considered for each program.

The statistics for each program could then be analyzed with reference to these optimum figures, and costs per student. The remaining information provides descriptive information about the program and its relation to external groups/associations.

ii) Summary of Questionnaire Responses (Part (b) of Summary Form)

It appears in the Summary Form that each item has the same value, but in reality, the Steering Committee will wish to place far more importance on the responses to one item than another. For example, the Steering Committee would not likely classify an area that was viewed as unimportant in the program as being an "area requiring improvement" in the program even though there was agreement that "major improvement" was needed on this item. The determination of major strengths, areas requiring improvement, and areas where major differences exist among the responding groups must be made by the Evaluation Task Force. Therefore, the following suggestions are to be used only as guidelines.

a) Strengths (consensus)

Items designated as needing "no improvement" or "very little improvement" by 70% or more of *each* of the responding groups should be classified as a strength (consensus). (Items for which there is only one responding group are considered a strength with 75% or over.) Strength (consensus) items may then be ranked according to average percentage for the item. For example, if 80% of faculty, 72% of students and 73% of advisory committee indicate that "little" or "no improvement" is necessary for a particular item, this item would be designated as a strength (consensus) item and for purposes of ranking, its percentage would be considered to be 75%.

On the list of strength (consensus) items, code the item as to the groups responding.

b) Areas Requiring Improvement (consensus)

An item is identified as an area requiring improvement (consensus) when designated as needing "major improvement" or "some improvement" by 70% or more of each of the responding groups, or in the case of one responding group, an area needs 75% or over to be identified as needing improvement. Items identified as such would be listed in rank order from highest percentage down. Items will be coded as to the group responding.

c) Differing Viewpoints

It is possible that responding groups differ in viewpoint on some specific issues. This might be due to poor communication or different attitudes toward the issue. We think it is important to identify these areas. If there is a difference of 30% between two responding groups in their responses to the first two response categories of an item ("no improvement needed" and "very little improvement needed") and the second two response categories of an item ("some improvement needed" and "major improvement needed") then the item can be identified as one revealing differing viewpoints by responding groups. It is particularly important to clarify those aspects of the program that are unclear to one group or another.

It might also be useful in this section to identify items on which the responding groups should be able to comment, but for one reason or another, respond that they "don't know". Certainly, any important item for which 25% or more of the responding groups indicate "don't know" should be noted.

iii) Comments from Responding Groups (Part (c) of Summary Form)

The comments from responding groups provide another area for interpretation. If similar statements are made by one or more than one group a significant number of times, they could be listed as strengths or areas requiring improvement. For example, if many students made statements related to "individual attention given to students by instructors", this could be declared a strength. Similarly comments from students and employers might indicate that not enough attention was being given to the development of communication skills and this could be identified as an area requiring improvement.

4. The Summary Form

The Summary Form, Part B, provides the summarized data on which the recommendations are based in the "Interpretation of Findings" section. It should be made available in the report for readers to interpret themselves. It includes the following sections:

a) Basic Information
b) Summary of Questionnaire Responses
(see Figure 7 for illustration of how to interpret this section)
c) Comments from Responding Groups

5. Recommendations

Recommendations on needed improvements in the program/option should be listed with suggested corrective courses of action identified to create improvement.

Figure 7

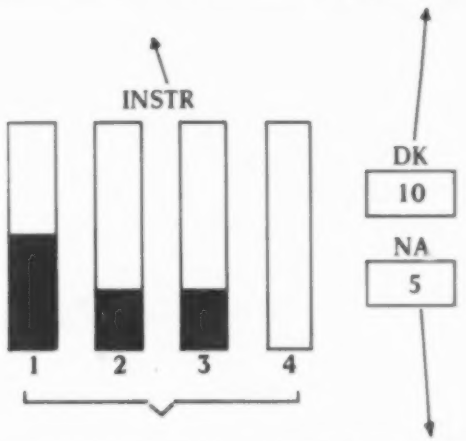
INTERPRETING THE SUMMARY FORM

SOURCE OF INFORMATION

INSTR - Instructional Staff Questionnaire
STU - Student Questionnaire
ADV - Advisory Committee Questionnaire
GRAD - Graduate Questionnaire
EMP - Employer Questionnaire

DK - Don't Know

The percentage of individuals who respond "Don't Know" to this item. Useful in determining the effectiveness of communication procedures. In the example, 10% of the respondents indicated "Don't Know".



1 - No Improvement Needed
2 - Very Little Improvement Needed
3 - Some Improvement Needed
4 - Major Improvement Needed

The shading in the bars indicates that 50% of **those who responded in categories 1 to 4** in the example felt that "No Improvement Needed" was the appropriate response to the item, 25% "Very Little Improvement Needed", 25% "Some Improvement Needed" and 0% "Major Improvement Needed".

NA - Not Applicable

The percentage of individuals who indicated that the item was "Not Applicable" to them in their association with the program. In the example, 5% of the respondents indicated "Not Applicable".

The other boxes which appear on the Summary Form require percentage responses, e.g., Quality of technological courses in the program (STU).

Excellent ☐
Good ☐
Fair ☐
Poor ☐

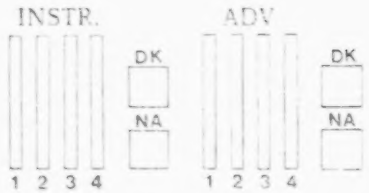
Part B

QUESTIONNAIRE AND SURVEY DATA SUMMARIZED

PROGRAM ASSESSMENT SUMMARY FORM

I. PROGRAM

1. The program has specific statements of purpose(s)/aims.



The program offers a diversity of courses (subjects) which:

2. are useful in terms of the program's objectives;

3. respond to students with differing abilities and interests.

The content of courses is:

4. relevant to program;

5. suitable to students' differing abilities, interests, needs.

I. PROGRAM -- cont'd

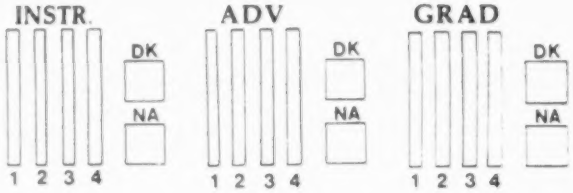
How would you judge the usefulness of the following:

6. **the home technology courses;**

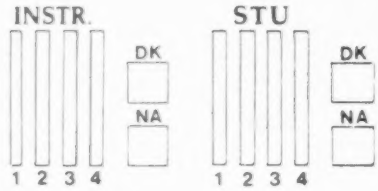
7. **program-related required courses;**

8. **the practical activities, (e.g., laboratory, clinical and work experience, community projects.)**

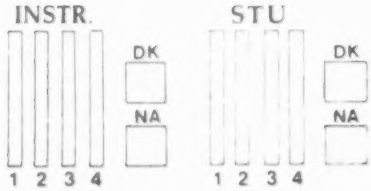
9. **The balance between theory and practice in your program is appropriate.**



10. **The balance between theory and practice in your course(s) is appropriate.**

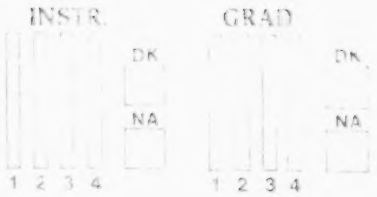


11. **There is very little duplication in content in the courses that make up the program.**



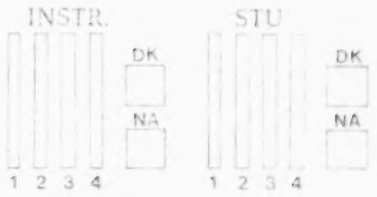
PROGRAM -- cont'd

12. **The program provides sufficient time for the development of appropriate knowledge, skills, and attitudes.**

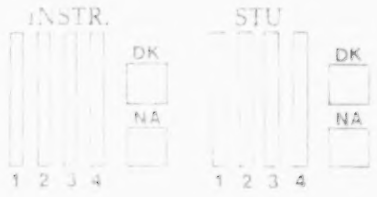


There is sufficient time in course(s) for students to:

13. acquire appropriate knowledge;



14. develop appropriate skills.



15. The program is responsive to trends in the field.

16. Program-related jobs are available for graduates.

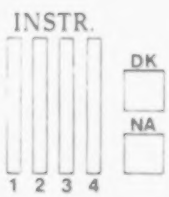
17. Sufficient funds are made available to sustain an effective program.

II. HUMAN RESOURCES

A. Instructional Staff

Instructional staff background is appropriate for teaching assignments in terms of:

18. education;



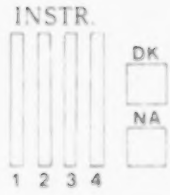
19. practical experience;

20. teaching experience.

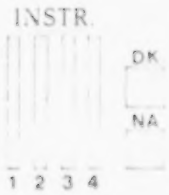
Instructional Staff are satisfied with:

21. courses they are assigned to teach;

22. workload;



23. salary and fringe benefits;



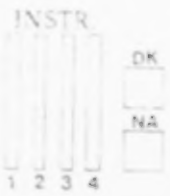
II. HUMAN RESOURCES -- cont'd

A. Instructional Staff -- cont'd

Faculty are satisfied with: (cont'd)

24. teaching/learning facilities;

25. Supervision of faculty by administrators is satisfactory.



26. Upon request, faculty give extra help on course work to individual students.

27. Instructional Staff are usually available for student counselling on personal and/or technological matters.

28. Instructional Staff help graduates to seek suitable full-time employment directly, or indirectly through the BCIT Manpower Office or other agencies.

II. HUMAN RESOURCES -- cont'd

A. Instructional Staff -- cont'd

29. There are sufficient faculty to sustain an effective program.

Staff/professional development is available for:

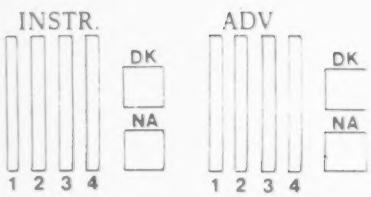
30. improvement of instructional techniques;

31. increasing subject area competence.

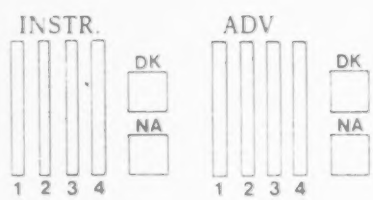
B. Advisory Committee

The composition of the advisory committtee is appropriate:

32. members represent sufficient internal and external groups affected by the program.



33. there are enough external Industry and Business members to cover industry input related to the program.

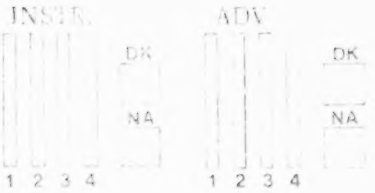


II. HUMAN RESOURCES -- cont'd

B. Advisory Committee -- cont'd

Advisory committee provides assistance with:

34. program design and revision;



35. program evaluation;

36. public relations;

37. identifying sources of jobs for graduates.

II. HUMAN RESOURCES -- cont'd

B. Advisory Committee -- cont'd

38. The advisory committee meets often enough to fulfill its responsibilities.

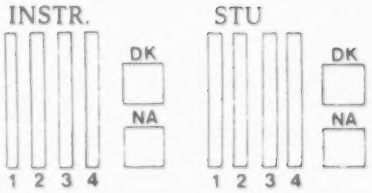
39. The advisory committee is effective in fulfilling its responsibilities.

III. PROCESSES

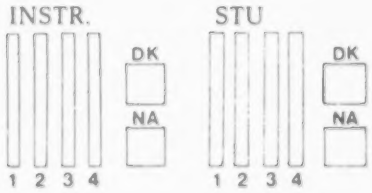
A. Instruction

At the beginning of each course, students are informed about:

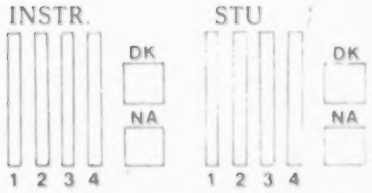
40. specific course objectives (including performance criteria);



41. learning activities (lab work, seminars, lectures);



42. resource materials (e.g., texts, tools, library and audiovisual materials);



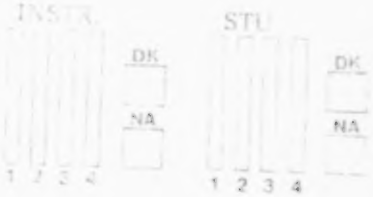
III. PROCESSES -- cont'd

A. Instruction -- cont'd

At the beginning of each course, students are info[illegible] (cont'd)

43. how they are to be evaluated.

44. Courses are taught at an appropriate level of difficulty.

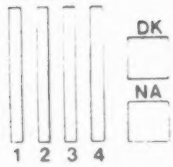


III. PROCESS -- cont'd

A. Instruction -- cont'd

45. In general, how would you judge the quality of teaching in your program.

GRAD



46. Quality of 1st year courses in the program (average of individual course ratings):

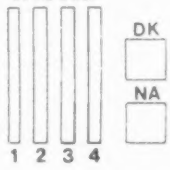
(STU)	%
Excellent	☐
Good	☐
Fair	☐
Poor	☐

47. Quality of 2nd year courses in the program (average of individual course ratings):

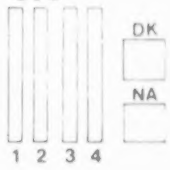
(STU)	%
Excellent	☐
Good	☐
Fair	☐
Poor	☐

48. Opportunities are provided for students to work in small groups with classmates.

INSTR.

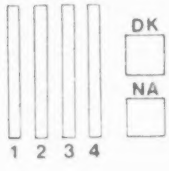


STU



49. External guest lecturers are used as resource people in classes.

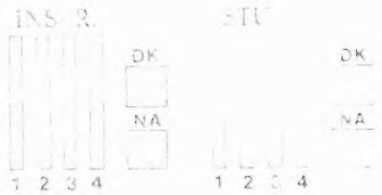
INSTR.



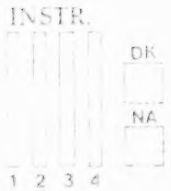
III. PROCESSES -- cont'd

A. Instruction -- cont'd

50. Students are given opportunities to visit work situations (e.g., field trips, tours).

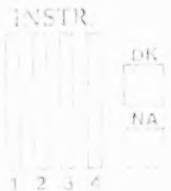


51. Remedial classes are offered to students when necessary.



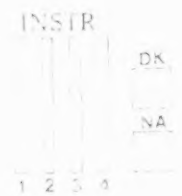
The textbooks and reference materials (library/audiovisual materials) are:

52. relevant to courses;

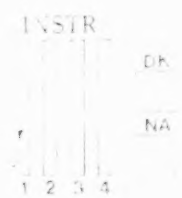


53. appropriate to differing student needs and interests;

54. readily accessible to students;



55. used sufficiently by students.



III. PROCESSES -- cont'd

A. Instruction -- cont'd

56. **To what extent have you made use of: (STU)**

	To a great extent	To some extent	To a very little extent	To no extent	Not Applicable
a) textbooks;	☐	☐	☐	☐	☐
b) equipment; (e.g., microscopes, etc.)	☐	☐	☐	☐	☐
c) the library;	☐	☐	☐	☐	☐
d) audiovisual/ media centre.	☐	☐	☐	☐	☐

The following are acceptable in quality:

57. textbooks;

STU ☐ DK ☐ NA
1 2 3 4

58. library resources (e.g., books, periodicals, pamphlets);

STU ☐ DK ☐ NA
1 2 3 4

59. audiovisual materials (e.g., tapes, records, films, filmstrips);

STU ☐ DK ☐ NA
1 2 3 4

III. PROCESSES -- cont'd

A. Instruction -- cont'd

The following are acceptable in quality: (cont'd)

60. equipment (e.g., microscopes, machinery, drafting equipment);

Equipment (e.g., microscopes, machinery, drafting equipment) is:

61. appropriate to courses;

62. readily accessible to students;

63. used sufficiently by students.

Facilities are adequate for:

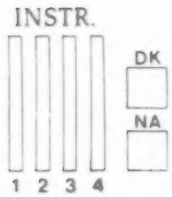
64. large group instruction;

III. PROCESSES -- cont'd

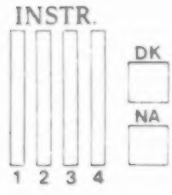
A. Instruction -- cont'd

Facilities are adequate for: (cont'd)

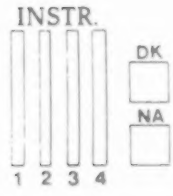
65. laboratory and clinical work;



66. small group work;



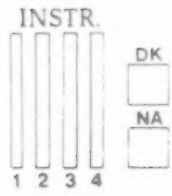
67. independent study/work.



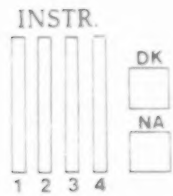
B. Evaluation

The program is frequently assessed in terms of:

68. its need in Industry and Business;



69. its quality.



III. PROCESSES -- cont'd

B. Evaluation -- cont'd

Information from the following is used as a basis for program [illegible] and modification:

70. availability of sufficient jobs;

71. recommendations of advisory committee members;

72. recommendations of faculty;

73. requirements of accrediting/certifying agencies;

III. PROCESSES -- cont'd

B. Evaluation -- cont'd

Information from the following is used as a basis for program evaluation and modification: (con'd)

74. Provincial Academic and/or Occupational Council

INSTR. 1 2 3 4 DK NA

75. analysis of student performance in courses of the program;

INSTR. 1 2 3 4 DK NA

76. student evaluation of courses/program;

INSTR. 1 2 3 4 DK NA

77. graduate and early-leaving student follow-up;

INSTR. 1 2 3 4 DK NA

78. employers.

INSTR. 1 2 3 4 DK NA

ADV 1 2 3 4 DK NA

79. Opportunities are given to students to evaluate courses.

INSTR. 1 2 3 4 DK NA

STU 1 2 3 4 DK NA

III. PROCESSES -- cont'd

B. Evalution -- cont'd

The way in which students are evaluated is consistent with:

80. course objectives;

81. instructional techniques (e.g., essays, multiple choice tests for theory, demonstrations for lab work).

82. The grading system used in your courses is:

C. Communication

Communication about the program is maintained with:

83. administrators;

84. other staff (e.g., Student Services, library, department);

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III. PROCESSES -- con't

C. Communication -- cont'd

Communication about the program is maintained with: (cont'd)

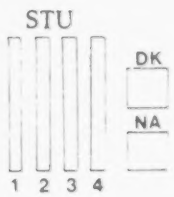
85. other colleges offering similar programs;

86. government agencies where appropriate.

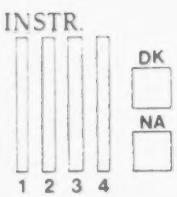
87. Cooperation exists among all faculty teaching in the program.

IV. STUDENTS

88. Information you received about the program before you enrolled was accurate.



89. Information given about the program in the calendar is accurate.



IV. STUDENTS -- cont'd

90. Admission requirements to the program were reasonable and fair.

91. How would you judge the usefulness of the career information (job opportunities, salaries, etc.)

92. Students workload in the program is reasonable.

93. Students' attitudes toward work and study are positive.

94. The cost of the program (tuition fees, books, etc.) is reasonable.

IV. STUDENTS -- cont'd

95. Student attendance in courses is satisfactory.

96. To what extent have you participated in extracurricular activities (social, cultural, athletic)?

i) to a great extent ☐
ii) to some extent ☐
iii) to a very little extent ☐
iv) to no extent ☐

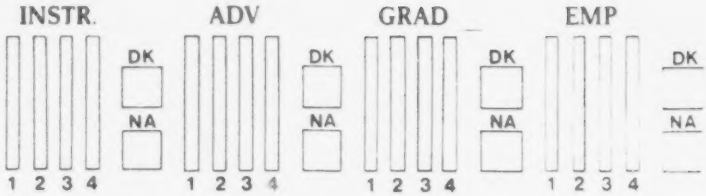
97. The program attracts suitable candidates.

V. OUTCOMES

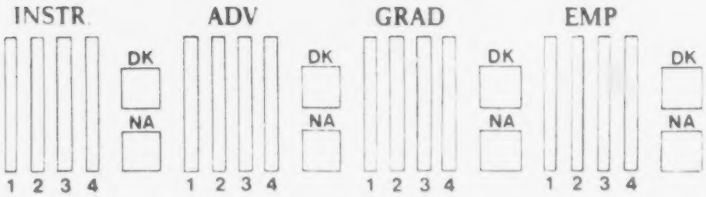
A. General

The program provides for the development of:

98. **appropriate technological techniques;**



99. **desirable work habits and attitudes;**



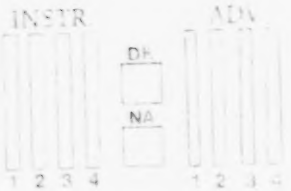
V. OUTCOMES -- cont'd

A. General -- cont'd

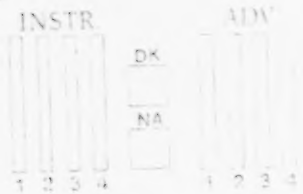
The program provides for the development of:

100. social skills (ability to work and get along with others).

101. oral communication skills:



102. written communication skills:



103. personal enrichment.

B. Graduates

104. The program adequately prepares graduates for jobs in the field.

For some items, it is important to separate the responses of [illegible]. Where this is the case, there will be two sets of boxes. (See *.) The first graduates. The second box will contain responses from [illegible]

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V. OUTCOMES -- cont'd

B. Graduates' Perceptions -- cont'd

105. Are you interested in continuing your formal education? (GRAD)

- i) yes, in the same field for which I trained ☐
- ii) yes, in another field ☐
- iii) no, I am not interested in continuing my formal education ☐
- iv) uncertain ☐

106. If unemployed, please indicate why you have not been employed. (GRAD)

	Year 1	Year 2
i) cannot find a suitable position in the program field	☐	☐
ii) cannot find another suitable job	☐	☐
iii) have not actively looked for a job	☐	☐
iv) other	☐	☐

107. How long did it take you after graduation to find a job: (GRAD)

- i) prior to graduation ☐
- ii) less than a month ☐
- iii) one to two months ☐
- iv) three to five months ☐
- v) six to nine months ☐
- vi) more than ten months ☐

*108. How many jobs have you had since graduation? (GRAD)

	Year 1	Year 2
i) one	☐	☐
ii) two	☐	☐
iii) three	☐	☐
iv) more than three	☐	☐

V. OUTCOMES -- cont'd

B. Graduates' Perceptions -- cont'd

109. To what extent did the program prepare you for your job? (GRAD)

- i) to a great extent ☐
- ii) to some extent ☐
- iii) to a very little extent ☐
- iv) to no extent ☐
- v) not applicable ☐

110. To what extent is your present position related to your program training? (GRAD)

- i) to a great extent ☐
- ii) to some extent ☐
- iii) to a very little extent ☐
- iv) to no extent ☐
- v) not applicable ☐

111. If you are employed in a job unrelated to the training you received at BCIT, please state the reason. (GRAD)

- i) no related jobs available ☐
- ii) training was inadequate ☐
- iii) disliked the field ☐
- iv) greater job satisfaction in unrelated job ☐
- v) more pay in unrelated job ☐
- vi) not applicable ☐
- vii) other ☐

112. If you were employed before taking your BCIT training, to what extent did the program increase your salary and/or lead to increased job satisfaction? (GRAD)

- i) to a great extent ☐
- ii) to some extent ☐
- iii) to a very little extent ☐
- iv) to no extent ☐
- v) not applicable ☐

V. OUTCOMES -- cont'd

B. Graduates' Perceptions -- Cont'd

*113. In you present job, what is your annual salary? (GRAD)

	Year 1	Year 2
i) less than $8,000	☐	☐
ii) between $8,001 - 9,500	☐	☐
iii) between $9,501 - 11,000	☐	☐
iv) between $11,001 - 13,000	☐	☐
v) between $13,001 - 15,500	☐	☐
vi) between $15,501 - 20,000	☐	☐
vii) over $20,000	☐	☐

V. OUTCOMES -- cont'd
D. Employers' Perceptions

114. In general, how would you rate the job performance of the employee? EMP

1 2 3 4 DK NA

115. Does the employee have potential for increased responsibility? (EMP)

i) yes, to a great extent
ii) yes, to some extent
iii) yes, to a very little extent
iv) no, to no extent
v) don't know

116. If positions were available, would you employ more of our program graduates? (EMP)

i) yes
ii) no
iii) uncertian

117. The number of graduates from the program is sufficient for your needs. (EMP)

i) yes
ii) no
iii) uncertain

118. Opportunities exist for your organization to contribute information about specifications of jobs for which students in this program are trained. (EMP)

i) yes
ii) no
iii) uncertain

119. How would you judge the effectiveness of the communication between BCIT and your organization? EMP

1 2 3 4 DK NA

E. **The program receives support from:**

120. the Department Head

INSTR. 1 2 3 4 DK NA

121. the Library

INSTR. 1 2 3 4 DK NA

122. the Audio-Visual Department

INSTR. 1 2 3 4 DK NA

123. the Steno Pool

INSTR. 1 2 3 4 DK NA

124. Duplicating Services

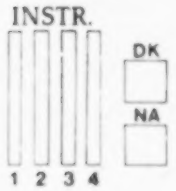
INSTR. 1 2 3 4 DK NA

F. **Classrooms are suitable for teaching in terms of:**

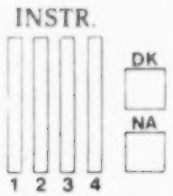
125. acoustics

126. teaching supplies

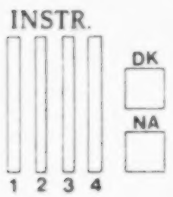
127. a/v equipment



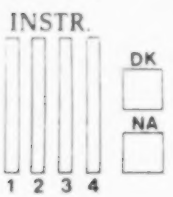
128. cleanliness



129. lighting



130. aesthetics



131. ventilation

132. external noise

Part C

PROGRAM EVALUATION SUMMARY FORM
COMMENTS FROM RESPONDING GROUPS

1. a) Aspects of the program which are effective
   INSTR. Part C.1, ADV 29, STU D.1

   b) Aspects of the program most useful
   GRAD 23

2. a) Aspects of the program which may require improvement
   INSTR. Part C.2, ADV 30, STU D.2, ADV 31

   b) Important aspects of program needing improvement
   GRAD 24

3. Aspects of employees' job performance which indicate that they are well prepared by the program.
   EMP 12

4. Aspects of program which, if improved, would result in better graduates
   EMP 13

5. Other comments by employers

6. Other reasons for unemployment of graduates
   GRAD 13

7. Other reasons job is unrelated to training.
   GRAD 19

8. List of job descriptions
   GRAD 14

9. Future training of program graduates
   GRAD 25, EMP 15

10. Comments by graduates about courses
    GRAD 22

Appendix A

Cost Analysis

1.	Duplication of questionnaires, survey, letters	____
2.	Stationery and supplies	____
3.	Typewriter rental	____
4.	Mailing costs	____
5.	Secretarial time	____
6.	Evaluation Task Force Time	____
7.	Long-distance telephone calls	____
8.	Duplication of final report	____
	Total	____

Appendix B

ITEM NUMBER CODE SHEETS I & II

ITEM NUMBER CODE SHEET I
SUMMARY FORM TO QUESTIONNAIRES

Part B (P. 68 - 93)

Summary Form Item No.	Questionnaire Item No.	Summary Form Item No.	Questionnaire Item No.	Summary Form Item No.	Questionnaire Item No.
1	INSTR B1 ADV 1	18	INSTR B28	36	INSTR B45 ADV 26
		19	INSTR B29		
2	INSTR B2 ADV 2	20	INSTR B30	37	INSTR B46 ADV 28
3	FAC B3 ADV 3	21	INSTR A28	38	INSTR B48 ADV 30
		22	INSTR A29		
4	FAC A1	23	INSTR A30	39	INSTR B47 ADV 31
5	FAC A2	24	INSTR A31	40	INSTR A6 STU 1
6	STU 14	25	INSTR B33		
7	STU 15	26	INSTR A25 STU 25	41	INSTR A7 STU 2
8	STU 16			42	INSTR A8 STU3
9	INSTR B11 GRAD 4	27	INSTR A26 STU 26	43	INSTR A9 STU 4
10	INSTR. A3 STU 17	28	INSTR A27 GRAD 11	44	INSTR A10 STU 23
11	INSTR B13 STU 20	29	INSTR B31	45	GRAD 1
		30	INSTR A33		
12	INSTR B12 GRAD 3	31	INSTR A34	46	STU C
13	INSTR A4 STU 9	32	INSTR B41 ADV 21	47	STU C
14	INSTR A5 STU 10	33	INSTR. B42 ADV. 22		
15	INSTR B10 ADV 5	34	INSTR B43 ADV 23		
16	INSTR B27 ADV 17	35	INSTR B44 ADV 24		
17	INSTR B32 ADV 14				

Summary Form Item No.	Questionnaire Item No.	Summary Form Item No.	Questionnaire Item No.	Summary Form Item No.	Questionnaire Item No.
48	INSTR A13 STU 11	69	INSTR B50	88	STU 28
		70	INSTR B14 ADV 18	89	INSTR B51
49	INSTR B34			90	STU 27
50	INSTR B35 STU 11	71	INSTR B15 ADV 19	91	STU 13 GRAD 2
51	INSTR B36	72	INSTR B16	92	INSTR A17 STU 21
52	INSTR A18	73	INSTR B17		
53	INSTR A19	74	INSTR B18	93	INSTR A16 STU 22
54	INSTR A20	75	INSTR B19	94	STU 29
55	INSTR A21	76	INSTR B20	95	INSTR A15
56a	STU 30	77	INSTR B21	96	STU 34
56b	STU 31	78	INSTR B22 ADV 20	97	INSTR B52 ADV 15
56c	STU 32	79	INSTR A14	98	
56d	STU 33		STU 24		INSTR B4 ADV 6
57	STU 5	80	INSTR A12		GRAD 5 EMP 1
58	STU 6	81	INSTR A13 STU 19	99	INSTR B5 ADV 7
59	STU 7	82	STU18		GRAD 6 EMP 2
60	STU 8	83	INSTR B23	100	INSTR B6 ADV 8
61	INSTR A23	84	INSTR B24		GRAD 7 EMP 3
62	INSTR A23	85	INSTR B25 ADV 12	101	INSTR B7 ADV 9
63	INSTR A24				GRAD 8 EMP 4
64	INSTR B37	86	INSTR B26		
65	INSTR B38	87	ADV 13		
66	INSTR B39		INSTR A32	102	INSTR B8 ADV 10
67	INSTR B40				GRAD 9 EMP5
68	INSTR B49				

Summary Form Item No.	Questionnaire Item NO.	Summary Form Item NO	Questionnaire Item No.
103	INSTR B9 ADV 11 GRAD 10	120	INSTR A35
		121	INSTR A36
104	INSTR B53 ADV 16	122	INSTR A37
		123	INSTR A38
105	GRAD 12		
		124	INSTR A39
106	GRAD 13		
		125	INSTR A40
107	GRAD 15		
		126	INSTR A41
108	GRAD 16		
		127	INSTR A42
109	GRAD 17		
		128	INSTR A43
110	GRAD 18		
		129	INSTR A44
111	GRAD 19		
		130	INSTR A45
112	GRAD 20		
		131	INSTR A46
113	GRAD 21		
		132	INSTR A47
114	EMP 6		
115	EMP 7		
116	EMP 8		
117	EMP 9		
118	EMP 10		
119	EMP 11		

ITEM NUMBER CODE SHEET II
QUESTIONNAIRES TO SUMMARY FORM

Questionnaire Item No.	Summary Form Item No.	Questionnaire Item No.	Summary Form Item No.	Questionnaire Item No.	Summary Form Item No.
Instructional Staff Part A		Instructional Staff Part B		Instructional Staff Part B	
1	4	1	1	46	37
2	5	2	2	47	39
3	10	3	3	48	38
4	13	4	98	49	68
5	14	5	99	50	69
6	40	6	100	51	89
7	41	7	101	52	97
8	42	8	102	53	104
9	43	9	103		
10	44	10	15	Instructional Staff Part C	
11	48	11	9	1	Part C 1.a
12	80	12	12	2	Part C 2.a
13	81	13	11		
14	79	14	70	Advisory Com.	
15	95	15	71	1	1
16	93	16	72	2	2
17	92	17	73	3	3
18	52	18	74	4	9
19	53	19	75	5	15
20	54	20	76	6	98
21	55	21	77	7	99
22	61	22	78	8	100
23	62	23	79	9	101
24	63	24	80	10	102
25	26	25	81	11	103
26	27	26	82	12	85
27	28	27	16	13	86
28	21	28	18	14	17
29	22	29	19	15	97
30	23	30	20	16	104
31	24	31	29	17	16
32	87	32	17	18	70
33	30	33	25	19	71
34	31	34	49	20	78
35	120	35	50	21	32
36	121	36	51	22	33
37	122	37	64	23	34
38	123	38	65	24	35
39	124	39	66	25	36
40	125	40	67	26	37
41	126	41	32	27	38
42	127	42	33	28	39
43	128	43	34	29	Part C 1.a
44	129	44	35	30	Part C 2.a
45	130	45	36	31	Part C 2.a
46	131				
47	132				

Questionnaire Item No.	Summary Form Item No.	Questionnaire Item No.	Summary Form Item No.
Student Part A		Graduate Part A	
1	40	1	45
2	41	2	91
3	42	3	12
4	43	4	9
5	57	5	98)
6	58	6	99
7	59	7	100
8	60	8	101
9	13	9	102
10	14	10	103
11	48	11	28
12	50	12	105
13	91	13	106
14	6	14	Part C 8
15	7		
16	8	Graduate Part B	
17	10	15	107
18	82	16	108
19	81	17	109
20	11	18	110
21	92	19	111
22	93	20	112
23	44	21	113
24	79	22	Part C 10
25	26	23	Part C 1.b
26	27	24	Part C 2.b
27	90		
28	88	Employer	
29	94	1	98
		2	99
Student Part B		3	100
30	56a	4	101
31	56b	5	102
32	56c	6	114
33	56d	7	115
34	96	8	116
		9	117
Student Part C	46, 47	10	118
		11	119
Student Part D		12	Part C 3
1	Part C 1.a	13	Part C 4
2	Part C 2.a		